

Setting and Assessing Performance Targets

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- Alignment of the National Standards with Common Core
- ACTFL Performance Descriptors
- 21st Century Skills Map
- P21 Report: Work Readiness
- Common Core Standards

Outline for Today

1. What is the performance target?
 - I can apply a backward design process for setting performance targets
2. Describing performance
 - I can identify characteristics of performance
3. Setting up performance tasks
 - I can establish performance tasks for different levels
4. Providing feedback
 - I can use feedback tools that are true to the characteristics of the mode of communication
5. Reflection
 - I can identify changes in teaching and learning when the focus is on performance targets

Teaching to the Test is ...

1. Good
2. Bad
3. Either – Depends on the Test

Setting performance targets – Test #1

1. List the family members on the illustrated family tree
2. Describe what one family member looks like
3. List professions of your family members
4. Say four things your family does on the weekend

Setting performance targets – Test #2

Interpretive

Look at (or listen to) information from three different students, to find out as much as you can: Where they live, what their family is like, what activities they like to do, etc.

Then decide which student you would prefer to host when he/she comes to the US, and list as many reasons as possible to explain why.

Presentational

The exchange program would like you to write a letter describing yourself that the French student will read.

Provide as many details as you can to describe you and your family. Include likes, dislikes and activities.

Interpersonal

You and your partner are exchange students. It will be your first night with your host family in France next week and you want to practice your conversational skills. You are given 5 photos of your family and activities. Practice with your partner asking and responding to questions about the photos.

Traditional planning design

1. start with the vocabulary and grammatical structures
2. practice
3. quiz
4. practice more
5. culture
6. chapter test



ACTFL AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES

Lead with Culture – Language will Follow



Designing backwards

1. Lead with culture ... Language will follow
2. Start with the end goals (standards-based performance goals)
3. Envision activities to lead students to success
4. Select the means (language elements: language functions, vocabulary, grammar,)

“To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you are going so that you better understand where you are now so that the steps you take are always in the right direction.”

Stephen Covey



Performance Descriptors 2012

WHAT: *Standards for Learning Languages*

- Five Cs
- Three Modes of Communication

HOW WELL:

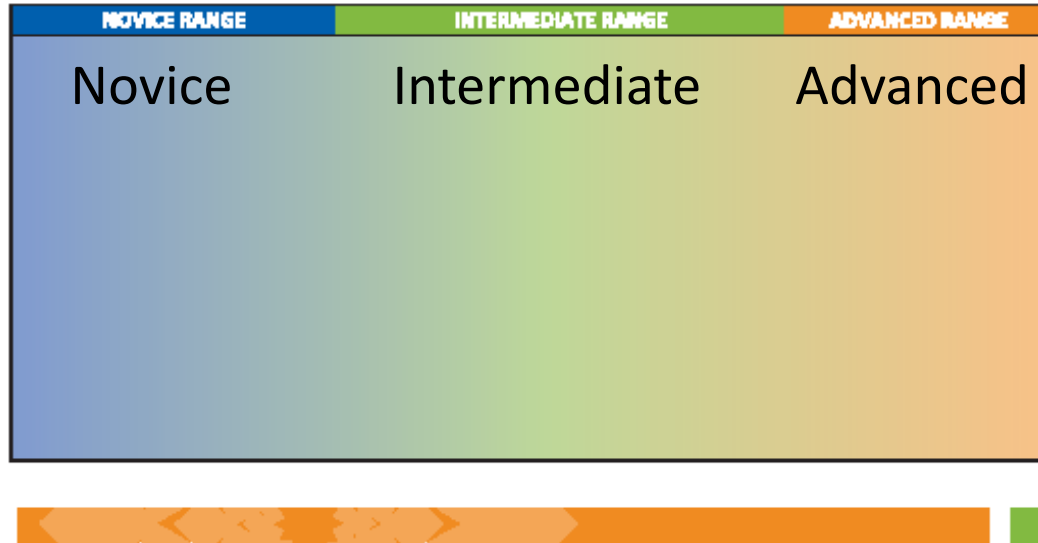
- ***2012 Performance Descriptors for Language Learners***
- ***Update and revision of 1998 Performance Guidelines for K-12 Learners***



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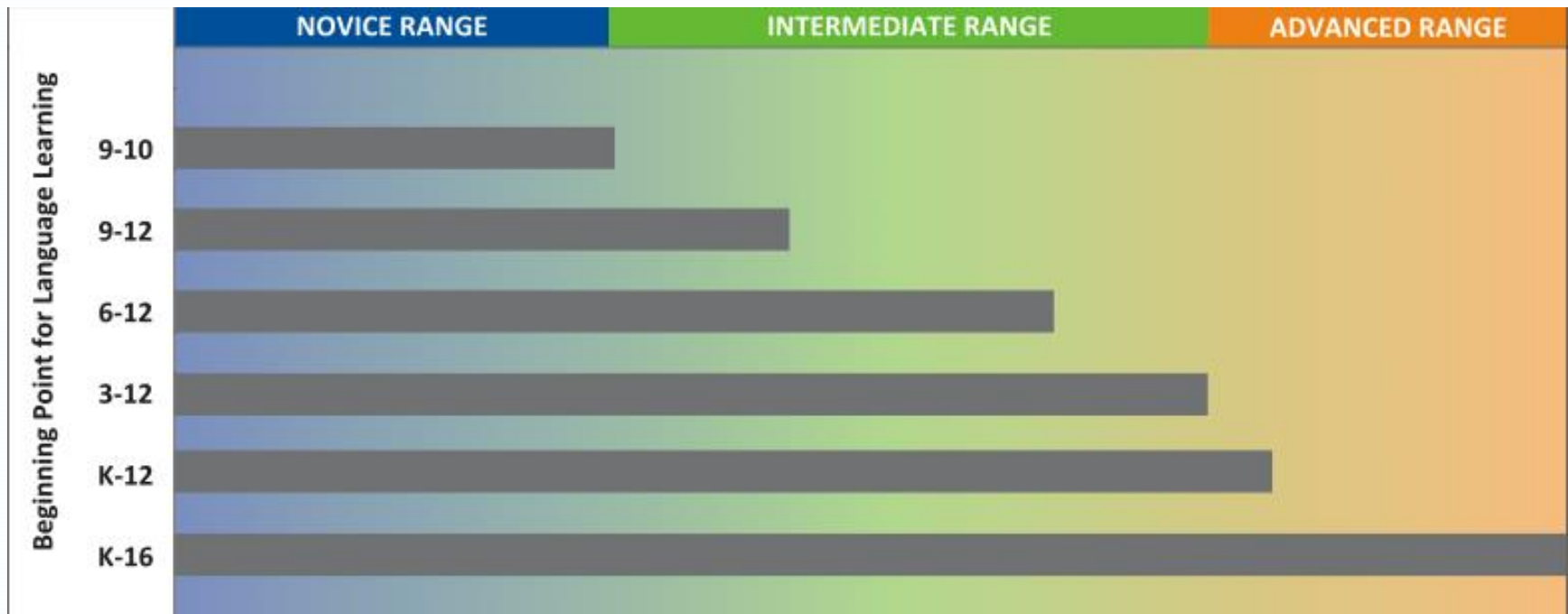
Performance

Three Ranges of Performance:



Three Modes of Communication: Interpersonal, Interpretive, Presentational

Time as a Critical Component for Developing Language Performance



Assessing Performance

- Based on Instruction

Assessing Proficiency

- Independent of specific instruction or curriculum

Assessing Performance

- Based on Instruction
- Practiced

Assessing Proficiency

- Independent of specific instruction or curriculum
- Spontaneous

Assessing Performance

- Based on Instruction
- Practiced
- Familiar Content and Context

Assessing Proficiency

- Independent of specific instruction or curriculum
- Spontaneous
- Broad Content and Context

Domain	Examples	What it describes
Functions	<ul style="list-style-type: none"> • Ask formulaic questions • Initiate, maintain, and end a conversation • Create with language • Narrate and describe • Make inferences 	Functions are the global tasks the learner can perform in the language

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Text Type	<ul style="list-style-type: none"> • Words • Phrases • Sentences • Questions • Strings of sentences • Connected sentences • Paragraphs 	Text type controlled by the learner is that which the learner is able to understand and produce in order to perform the functions of the level

How / How well able to be understood and to understand

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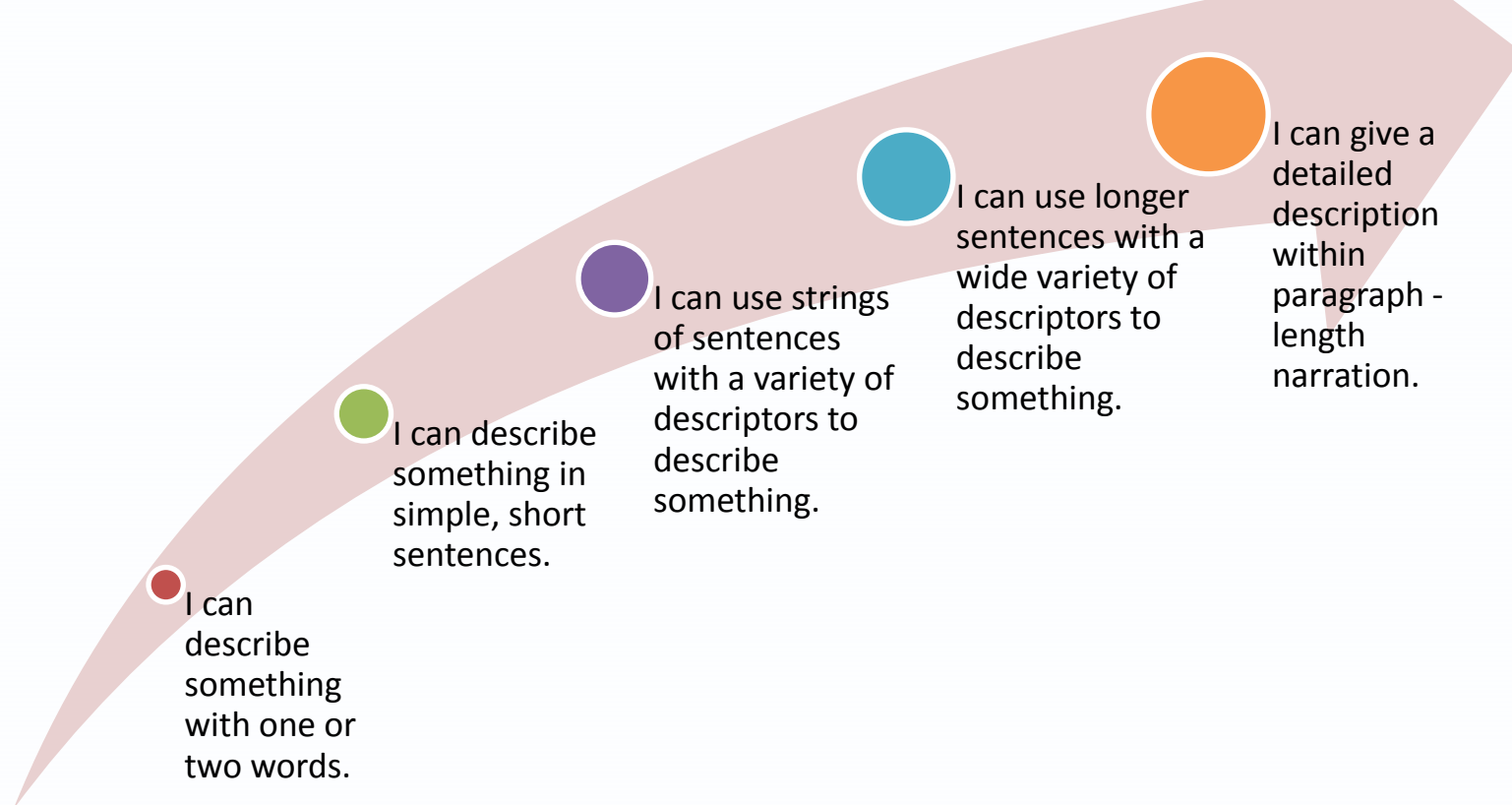
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Cultural Awareness	How is the language learner's cultural knowledge reflected in language use?	Describes the cultural products, practices, or perspectives the language learner may employ to communicate more successfully in the cultural setting

Describe people, places and things



D. Clementi

Balance

Interpretive — They read, listen to and/or view information about the topic.

Presentational — They have the opportunity to share what they have learned in writing and/or orally with an audience.

Interpersonal — They talk with others about the topic in meaningful ways.

Language and Level	French – Novice Mid → Novice High
Theme	Contemporary Life : A Balanced Lifestyle
Important/Essential Question(s)	How balanced is your lifestyle? What do you do to be healthy?
Goals <i>What should students know and be able to do by the end of the unit?</i>	<ul style="list-style-type: none"> • Students will be able to compare lifestyles of their family members with those of families in (Epernay) in terms of balance. • Students will be able to make recommendations for ways to create or maintain balanced lifestyles. • Students will explore health and wellness websites to identify elements of a healthy lifestyle. • Students will create a presentation for the (community) highlighting ways to promote balance of life.

A Balanced Lifestyle

Interpretive

Students will read a blog written by a teenager where he discusses his activities. They will demonstrate comprehension by citing evidence to identify main ideas given in English and will complete a graphic organizer based on information found in the text.

Presentation

Students will create a presentation for the community highlighting ways to promote a balanced lifestyle. They might participate in a wellness fair or create a virtual wellness fair online.

Interpersonal

In pairs or small groups, students share what they have learned about their lifestyle and their family's lifestyle in terms of balance.

Capturing Expectations

Identify what students “can do”

Envision their actual performance on your
assessment tasks

What will students need to be successful:

- Language Functions
- Related Structures
- Vocabulary Enhancement

Elements of Interpretive Mode

Novice	Intermediate	Advanced
Literal Comprehension		
Key word recognition		
Main idea	Main idea detection Some supporting details	Main idea detection Supporting details
Interpretive Comprehension		
Use background knowledge about topic to make inferences	Use background knowledge about topic , text organization, language and culture to make inferences	Word inferences Concept inferences Organizing principle(s) Author/Cultural perspectives

Interpretive Mode

VACANCES DE PRINTEMPS ADOS

Samedi 14	SEMAINE DU 16 AU 21		Lundi 23	Mardi 24
<p>Atelier GN : Armes en latex, Costumes, Couture + Jeux de société</p> <p>RDU Créon à 13h30 Sadirac à 14h retour vers 18h30</p>	 <ul style="list-style-type: none"> Atelier GN (suite) Atelier vidéo: Viens t'initier à la réalisation de court-métrages, reportages, documentaires, fictions... Soirée vidéo au Point Jeunes, soir à définir ensemble. <p>RDU 9h à Créon 9h30 à Sadirac retour à 18h30</p>		<p>Journée balade à Vélo</p>  <p>Pique-nique</p> <p>RDU 9h à Créon 9h30 à Sadirac retour vers 18h30</p>	<p>Sortie à Bordeaux Jeu de piste + CAPC + Kebab</p> <p>RDU 9h à Créon 9h30 à Sadirac retour vers 18h30 T1: 4€ T2: 6€ T3: 8€</p>
Mercredi 25	Jeudi 26	Vendredi 27	Samedi 28	Ateliers GN
<p>Tournois de pétanque et de Molki</p>  <p>Pique-nique</p> <p>RDU 9h à Créon 9h30 à Sadirac retour vers 18h30</p>	<p>Balade à la dune du Pyla</p>  <p>Pique-nique</p> <p>RDU 9h à Créon 9h30 à Sadirac retour vers 18h30</p>	 <p>Atelier GN Couture Jeux de société</p> <p>RDU 9h à Créon 9h30 à Sadirac retour vers 17h30</p> <p>SOIREE- Match d'impro  + Kebab à Bordeaux RDU devant LJC Créon à 18h *voir tarif au dos</p>	<p>Jeux de société Jeux extérieurs Jeu de rôle</p>  <p>RDU Créon à 13h30 Sadirac à 14h retour vers 18h30</p>	<p>Tarif pour 1 arme latex ou une cape en laine T1: 25€ T2: 30€ T3: 35€</p> <p>Pour les deux éléments T1: 40€ T2: 50€ T3: 60€</p> <p>Ce tarif est valable quel que soit le nombre de séances nécessaires à la fabrication / confection de l'arme et de la cape.</p> <p>GN: Jeu de rôle Grandeur Nature</p>

(P.N.S. : Ne pas (se) jeter sur la voie publique)

Developing Tasks and Feedback: Interpretive Tasks

Performance Task (How)	Performance Expectations (How Well)
<ul style="list-style-type: none">• Students will read (view, skim a website ...)• After hearing ... , fill out / check off ...• From what you read (heard, viewed), fill out Venn diagram comparing ...• Provide a summary of ...• Based on the reading, is it logical or not to infer ... , cite evidence ...	<ul style="list-style-type: none">• Able to identify the “gist”• Able to identify the main supporting details• Able to guess meaning from context• Able to make inferences

Task: Novice Level – Interpersonal

For your trip, come to agreement on the day's schedule.

Performance Criteria:	I can do this on my own	I can do this with some help	I cannot do this
I can use numbers			
I can use words for activities			
I can use words for locations			
I can use expressions to show that I agree or disagree with what my partner says			
I can ask some questions			
I can say how many times, how often, how frequently I do various things			
I can provide some description			

Interpersonal Mode

SCORED DISCUSSION

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	Not observed	Yes : frequency	Yes: quality
Initiates an idea/opinion			
Supports an idea/opinion			
Reacts to ideas/opinions respectfully			
Asks questions			
Responds to other's questions			
Listens attentively			

Feedback Mechanism: Scored Discussion

Move from:	1 – 3 – 5	Move to:
Asks random questions		Follows up with logical questions
Only answers the question asked		Contributes additional information
Responds, but rarely initiates		Contributes personal insights to enhance discussion and draw in others
Comments are not relevant		Stays on topic

Criteria for Evaluating Presentational Performance

	Consistently	Frequently	Minimally
Am I understood?	I am easily understood; I express my ideas clearly	I am generally understood and my ideas are clear	I am sometimes difficult to understand; most ideas are clear
How rich is my vocabulary?	I use a wide variety of vocabulary, incorporating several new expressions from the unit	I use some variety in vocabulary choice , incorporating some expressions from the unit	I use basic vocabulary with limited inclusion of expressions from the unit

Source: Donna Clementi

Criteria for Evaluating Presentational Performance

	Consistently	Frequently	Minimally
Is my presentation interesting?	I am able to engage my audience with visuals, interesting and accurate content, and good attention to audience	I am able to engage my audience with visuals, accurate content, and some attention to audience reactions	I use visuals to engage the audience ; my content is accurate.
How smooth is my presentation?	My presentation is well-organized; I speak with fluency and confidence	My presentation is logical; I speak with occasional pauses to think of words	I presented my topic; I speak with pauses and some uncertainty
How are knowledge and understanding of the target culture evident?	I link cultural products with practices and perspectives in my presentation	I include cultural products, practices, and perspectives without consistently linking them to each other	I include cultural products or practices in my presentation

Revise your assessment tasks

Make suggestions to improve the evidence of the mode captured in the performance

- Is it a real-world (authentic) task?
- Is it true to the characteristics of the mode (the purpose behind the communication)?

Reflection

Share:

What might change when you focus your teaching and your students' learning on performance targets (starting with the end goals in mind)?



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